



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1419 E. Willow Road, Mohave Valley, AZ 86440

Mohave Valley Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Mandy L. Waxler
Schedule : 07:15 AM to 04:00 PM
Grades : Pre-K-6
Web Address : mvesd16.org
Phone Number : (928) 768-2211
Fax Number : (928) 768-6424
E-mail : waxlerm@mvesd16.org

Mission

We are a school where people with different traditions, perspectives, & experiences are appreciated and celebrated; and where respect and a positive environment enhance a strong academic program to promote a passion for learning and student success.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Ninety percent (90%) of all students in Mohave Valley Elementary after three years will score average or above in Math as measured by Terra Nova scores.
- ü As detailed in the Workplace Standards of the Arizona Academic Standards, MVE will develop a positive school climate by decreasing negative behavior of all students, as measured by schoolwide data listed in the benchmarks.
- ü Ninety percent (90%) of all students in Mohave Valley Elementary after three years will score average or above in Reading as measured by Terra Nova scores.
- ü Eighty-five percent (85%) of Mohave Valley Elementary 3rd grade students will be at benchmark according to DIBELS after three years.

Enrollment

October 1, 2005 School Year Student Enrollment : 575
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Leveled Grouping for Reading and Math
- ü Primary Language Arts and Math Block
- ü On-Site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	7/21/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The teacher will: Form a community with families to support students' learning; maintain high expectations for myself and the students; communicate with parents about progress and options. See the School Compact for more information.

Parents

Provide a time for my child to do homework and review it; instill the importance of education in my child; ensure that my child attends school regularly and arrives at school on time; participate in the learning and social activities of the school.

Transportation Policy

Students residing beyond one mile of the school are provided the opportunity to receive school bus service to and from school. Students are to conduct themselves in a manner consistent with established standards for classroom behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü CSRD Grant Recipient	2002
ü Creating Discipline School Environment Grant Recipient	2003
ü CSRD Art Grant Recipient	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	186	80010	85	95	99	438	451	447	12	4	10	28	19	18	49	61	53	11	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	101	38935	94	98	99	441	451	447	10	3	9	23	18	19	55	62	55	13	17	17
Male	26	85	40974	76	91	98	433	449	448	15	6	11	35	20	18	42	59	52	8	15	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	33	34545	NC	94	99	NC	442	432	NC	3	14	NC	24	24	NC	64	53	NC	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	10	10	3979	91	91	96	NA	NA	424	NA	NA	17	NA	NA	30	NA	NA	47	NA	NA	6
White	35	135	35142	83	95	99	442	455	465	14	4	5	26	16	11	46	61	56	14	19	28
Students with Disabilities	NC	23	10161	NC	72	93	NC	438	419	NC	17	28	NC	26	28	NC	43	36	NC	13	8
Students without Disabilities	49	163	69849	98	99	100	439	452	451	6	2	7	29	18	17	53	63	56	12	17	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	107	39029	82	92	98	432	440	432	14	7	14	31	24	25	45	59	52	10	10	9
Non-Economically Disadvantaged	15	79	40981	94	99	100	453	464	462	7	1	6	20	11	13	60	63	54	13	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	185	79438	84	94	98	449	460	451	7	6	9	27	21	24	63	62	56	4	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	100	38775	91	97	99	464	467	457	7	6	7	17	15	22	70	67	58	7	12	13
Male	26	85	40560	76	91	97	431	452	446	8	6	12	38	28	25	54	56	54	NA	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	33	34297	NC	94	98	NC	447	434	NC	9	14	NC	27	31	NC	58	50	NC	6	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	10	10	3940	91	91	95	NA	NA	429	NA	NA	14	NA	NA	36	NA	NA	47	NA	NA	3
White	34	134	34887	81	94	98	457	466	471	9	5	4	15	17	15	76	66	63	NA	12	18
Students with Disabilities	NC	22	9588	NC	69	88	NC	434	416	NC	18	30	NC	27	32	NC	50	34	NC	5	5
Students without Disabilities	49	163	69850	98	99	100	450	463	456	4	4	7	29	20	23	63	64	59	4	12	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	41	106	38685	80	91	97	444	448	435	7	8	14	34	28	32	54	58	50	5	6	5
Non-Economically Disadvantaged	15	79	40753	94	99	99	464	476	467	7	4	5	7	11	16	87	67	62	NA	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	190	79971	91	97	99	414	432	423	18	9	8	34	33	41	46	53	49	2	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	102	38974	97	99	99	438	449	437	13	7	5	25	23	33	59	64	57	3	7	4
Male	29	88	40895	85	95	98	387	413	410	24	13	10	45	45	47	31	41	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	10	34	34481	91	97	99	NA	414	410	NA	12	10	NA	35	46	NA	50	43	NA	3	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	10	10	3995	91	91	96	NA	NA	409	NA	NA	10	NA	NA	47	NA	NA	42	NA	NA	1
White	39	139	35150	93	98	99	420	436	437	21	9	5	33	34	35	44	53	56	3	4	5
Students with Disabilities	13	28	10258	76	88	94	348	391	377	62	29	23	23	46	51	15	25	25	NA	NA	1
Students without Disabilities	48	162	69713	96	99	100	428	439	429	6	6	5	38	31	39	54	58	52	2	5	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	45	110	38994	88	95	98	405	420	409	20	13	10	36	36	47	44	50	41	NA	1	1
Non-Economically Disadvantaged	16	80	40977	100	100	100	439	449	437	13	5	5	31	29	34	50	58	56	6	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	224	80147	95	98	99	462	472	482	15	10	11	19	18	17	59	60	49	8	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	111	39281	95	98	99	463	474	483	18	11	9	11	15	17	63	59	50	8	14	24
Male	37	113	40780	95	98	98	462	469	482	11	10	12	27	21	17	54	61	48	8	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	20	57	33494	95	100	99	451	463	466	20	14	15	25	21	23	50	60	49	5	5	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	12	12	4117	92	92	96	446	446	456	8	8	19	42	42	27	50	50	46	NA	NA	8
White	41	146	36122	95	98	99	473	478	501	15	10	5	7	14	10	66	62	50	12	15	35
Students with Disabilities	13	25	10295	76	86	92	419	435	443	54	32	33	23	36	26	23	32	33	NA	NA	8
Students without Disabilities	62	199	69852	100	100	100	469	476	488	6	8	7	18	16	16	66	64	51	10	13	26
Limited English Proficient Students	NC	13	12722	NC	100	97	NC	419	441	NC	46	27	NC	31	33	NC	23	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	50	115	38371	94	97	97	449	458	465	20	15	15	22	23	23	56	56	49	2	6	13
Non-Economically Disadvantaged	25	109	41776	96	100	100	492	486	498	4	6	6	12	13	11	64	65	49	20	17	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	221	79686	91	97	98	451	467	470	17	10	11	33	28	24	49	52	57	1	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	108	39163	88	96	99	461	471	475	6	6	9	31	29	22	63	57	60	NA	8	10
Male	37	113	40438	95	98	97	441	463	465	27	15	13	35	27	25	35	48	54	3	10	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	19	56	33299	90	98	98	446	456	452	21	16	17	37	29	32	37	50	47	5	5	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	12	12	4087	92	92	96	439	439	446	NA	NA	16	75	75	38	25	25	44	NA	NA	2
White	39	144	35914	91	97	98	459	475	489	21	10	5	15	21	15	64	58	67	NA	12	14
Students with Disabilities	11	23	9808	65	79	87	412	423	432	55	35	35	27	43	32	18	22	30	NA	NA	3
Students without Disabilities	61	198	69878	98	99	100	457	471	475	10	8	8	34	26	23	54	56	61	2	10	9
Limited English Proficient Students	NC	12	12594	NC	92	96	NC	405	422	NC	50	34	NC	33	45	NC	17	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	47	112	38095	89	94	97	443	455	452	17	13	17	43	37	32	38	46	48	2	4	3
Non-Economically Disadvantaged	25	109	41591	96	100	99	468	479	486	16	8	6	16	19	16	68	59	65	NA	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	225	80372	97	99	99	445	458	475	10	7	4	48	40	30	40	53	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	113	39452	100	100	99	445	461	488	13	10	3	38	30	22	48	59	72	3	1	3
Male	37	112	40836	95	97	98	445	455	464	8	4	6	59	49	37	32	46	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	19	56	33608	90	98	99	444	446	462	5	9	6	47	43	36	47	48	57	NA	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	13	13	4128	100	100	97	439	439	464	8	8	4	54	54	39	38	38	56	NA	NA	1
White	43	147	36213	100	99	99	448	464	489	14	7	2	44	37	22	40	56	72	2	1	3
Students with Disabilities	16	28	10526	94	97	94	377	406	427	31	21	15	56	64	53	13	14	31	NA	NA	1
Students without Disabilities	61	197	69846	98	99	100	459	465	482	5	5	3	46	36	26	48	58	69	2	1	2
Limited English Proficient Students	NC	12	12747	NC	92	97	NC	397	432	NC	25	12	NC	67	52	NC	8	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	51	115	38521	96	97	98	435	449	461	12	9	6	45	43	38	43	49	55	NA	NA	1
Non-Economically Disadvantaged	26	110	41851	100	100	100	464	467	489	8	5	3	54	36	22	35	57	72	4	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	212	79306	97	100	99	473	495	504	22	11	13	39	31	20	33	45	49	6	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	104	38845	97	100	99	470	495	505	29	12	11	42	31	20	26	46	50	3	12	18
Male	38	108	40383	97	99	98	475	494	504	16	10	14	37	31	19	39	44	47	8	14	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	21	42	32673	100	100	99	480	488	487	5	5	18	52	43	25	38	50	46	5	2	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	14	17	4034	93	94	97	448	451	479	50	41	22	29	35	29	21	24	43	NA	NA	7
White	33	144	36234	94	100	99	480	501	523	21	10	6	33	26	13	36	47	52	9	17	28
Students with Disabilities	17	31	10286	94	97	91	443	462	462	47	35	41	47	42	27	6	16	27	NA	6	5
Students without Disabilities	52	181	69020	98	100	100	481	500	510	13	7	9	37	29	18	42	50	52	8	14	21
Limited English Proficient Students	--	NC	10291	--	NC	96	--	NC	458	--	NC	38	--	NC	34	--	NC	26	--	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	42	90	37437	95	97	97	471	486	486	17	13	19	50	37	26	26	40	46	7	10	9
Non-Economically Disadvantaged	27	122	41869	100	100	100	475	501	521	30	9	7	22	27	14	44	49	51	4	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	210	79000	96	99	98	472	483	489	9	8	10	43	34	24	46	52	58	3	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	103	38774	94	100	99	475	487	494	NA	4	7	43	35	22	57	54	61	NA	7	10
Male	38	107	40150	97	98	98	469	480	485	16	11	12	42	34	25	37	50	55	5	6	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	21	42	32508	100	100	99	469	469	472	NA	10	15	48	40	33	52	50	49	NA	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	98	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	14	17	4016	93	94	96	459	458	467	21	24	14	43	41	37	36	35	46	NA	NA	2
White	32	142	36135	91	99	98	480	491	508	9	5	4	38	32	14	47	54	67	6	9	15
Students with Disabilities	16	29	9991	89	91	88	448	452	449	19	21	33	56	52	36	25	28	29	NA	NA	2
Students without Disabilities	52	181	69009	98	100	100	478	488	495	6	6	6	38	31	22	52	56	62	4	7	10
Limited English Proficient Students	--	NC	10199	--	NC	95	--	NC	439	--	NC	35	--	NC	47	--	NC	18	--	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	42	90	37234	95	97	97	470	476	472	7	7	15	45	43	33	45	49	50	2	1	3
Non-Economically Disadvantaged	26	120	41766	96	100	99	474	489	505	12	8	5	38	28	16	46	54	65	4	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	212	79611	97	100	99	462	476	496	17	11	7	52	50	37	30	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	104	39016	97	100	99	481	493	511	10	4	4	42	41	29	48	55	66	NA	NA	1
Male	38	108	40519	97	99	98	447	459	482	24	18	10	61	59	44	16	23	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	21	42	32855	100	100	99	463	469	481	14	12	10	52	50	43	33	38	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	13	16	3992	87	89	96	453	456	478	15	19	10	77	69	46	8	13	44	NA	NA	0
White	34	145	36380	97	100	99	465	480	511	21	10	4	41	48	30	38	42	65	NA	NA	1
Students with Disabilities	18	32	10664	100	100	94	435	441	440	39	34	23	39	44	54	22	22	22	NA	NA	1
Students without Disabilities	51	180	68947	96	100	100	471	482	504	10	7	4	57	52	34	33	42	61	NA	NA	1
Limited English Proficient Students	--	NC	10362	--	NC	97	--	NC	438	--	NC	22	--	NC	57	--	NC	21	--	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	42	90	37626	95	97	98	453	471	479	21	14	10	52	51	45	26	34	45	NA	NA	0
Non-Economically Disadvantaged	27	122	41985	100	100	100	477	480	511	11	8	4	52	50	30	37	42	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	217	79327	99	100	98	501	520	518	21	13	19	31	22	20	36	52	46	11	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	112	38961	100	100	98	505	523	520	11	7	16	33	19	20	50	65	48	6	9	16
Male	44	105	40295	98	99	97	499	516	516	30	19	21	30	25	19	25	37	44	16	19	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	23	40	32327	100	100	98	504	506	499	17	20	27	26	25	25	43	43	41	13	13	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	11	13	4391	100	100	96	477	484	489	45	46	32	18	15	27	36	31	36	NA	8	4
White	45	161	36373	98	99	98	506	527	538	18	8	10	36	20	14	33	57	52	13	15	25
Students with Disabilities	17	26	9321	100	100	87	456	467	467	76	62	54	6	19	22	18	19	21	NA	NA	3
Students without Disabilities	63	191	70006	98	99	100	514	527	524	6	6	14	38	22	19	41	56	49	14	16	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	53	92	37097	98	99	97	495	504	498	26	21	27	30	24	25	34	47	41	9	9	7
Non-Economically Disadvantaged	27	125	42230	100	100	99	513	531	535	11	7	11	33	20	15	41	55	50	15	18	24

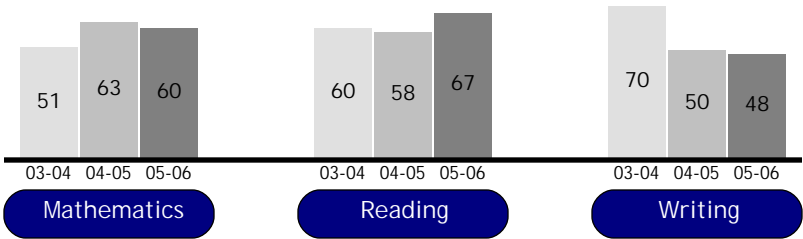
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	217	79501	99	100	98	480	498	497	10	7	10	48	29	25	43	61	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	112	39062	100	100	99	483	505	502	8	5	8	47	26	23	44	63	64	NA	6	5
Male	44	105	40368	98	99	98	478	490	491	11	9	13	48	31	27	41	60	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	23	40	32389	100	100	98	480	480	478	13	20	16	39	28	34	48	53	48	NA	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	11	13	4401	100	100	96	470	478	473	18	15	17	55	46	40	27	38	43	NA	NA	1
White	45	161	36446	98	99	99	482	504	516	7	3	4	51	27	15	42	65	73	NA	4	7
Students with Disabilities	17	26	9411	100	100	88	447	456	453	29	27	36	65	58	36	6	12	26	NA	4	1
Students without Disabilities	63	191	70090	98	99	100	489	504	502	5	4	7	43	25	24	52	68	65	NA	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	53	92	37183	98	99	97	476	485	479	13	12	16	49	38	34	38	50	49	NA	NA	1
Non-Economically Disadvantaged	27	125	42318	100	100	99	488	507	513	4	3	5	44	22	17	52	70	70	NA	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	217	80000	99	100	99	517	541	564	8	5	3	25	14	11	65	76	75	3	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	112	39288	100	100	99	524	554	579	8	4	2	14	6	6	78	83	77	NA	6	16
Male	44	105	40644	98	99	98	511	527	549	7	5	4	34	23	15	55	70	74	5	3	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	23	40	32672	100	100	99	486	503	548	22	18	4	17	18	14	61	63	76	NA	3	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	11	13	4424	100	100	97	526	523	549	9	8	3	9	15	14	82	77	77	NA	NA	5
White	45	161	36602	98	99	99	528	551	579	NA	1	2	33	14	7	62	80	75	4	5	16
Students with Disabilities	17	26	9919	100	100	93	471	489	505	6	4	9	59	50	35	35	46	54	NA	NA	2
Students without Disabilities	63	191	70081	98	99	100	529	548	571	8	5	2	16	9	7	73	81	79	3	5	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	53	92	37534	98	99	98	505	523	547	11	8	4	25	18	15	62	72	76	2	2	5
Non-Economically Disadvantaged	27	125	42466	100	100	100	539	554	578	NA	2	2	26	11	7	70	80	75	4	6	16

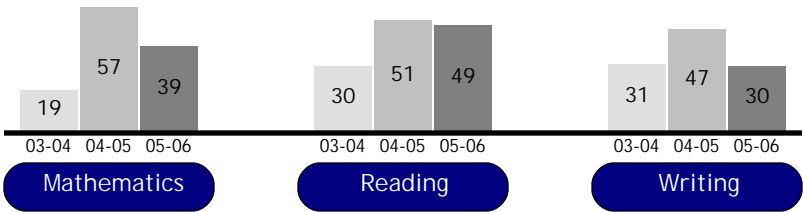
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	70	NA	58	100	71	55	47	96	44	50	46
	Language	100	57	41	50	100	76	61	47	96	44	50	48
	Mathematics	100	70	56	64	100	77	58	50	96	59	54	52
3	Reading	100	42	NA	55	100	39	46	44	79	48	50	46
	Language	100	42	48	61	100	38	44	44	88	46	50	46
	Mathematics	100	54	57	61	100	43	47	51	81	48	54	52
4	Reading	99	48	NA	56	100	42	46	48	87	39	48	52
	Language	100	39	45	52	100	41	46	49	94	41	48	52
	Mathematics	100	52	59	61	100	41	50	53	91	50	52	58
5	Reading	100	38	NA	55	100	43	49	50	93	43	54	56
	Language	100	24	36	49	100	41	47	50	96	39	48	54
	Mathematics	100	36	47	63	100	39	48	49	94	32	46	52
6	Reading	99	46	NA	56	100	42	47	51	99	39	54	56
	Language	100	33	42	48	100	34	45	47	99	39	50	50
	Mathematics	100	47	59	66	100	38	50	52	99	44	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Establish Structural Guidelines
- Ü Ensure a Safe School
- Ü Oversee Student Handbook/Agenda
- Ü Review Character Curriculum
- Ü Parental Involvement
- Ü Student Truancy/Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	1.75	Teacher Aide	38.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	5	0	0	0
10 or more years	3	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü 4-5 Computers in Each Class + Mini Lab
- Ü Developmental Center
- Ü Seperate Preschool/Kindergarten Area

Extracurricular Activities

- Ü Newspaper Club
- Ü Drama
- Ü Intramural Sports--Grades 5-6
- Ü Choir
- Ü Study Activity--Grades 2-6
- Ü Art Club
- Ü Student Council--Grades 4-6
- Ü Science Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Recess and After School Nutrition Breaks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students in grade one improved their reading, math and language scores by 21 percent overall.

- ü Students in grade two improved their math and scores by 9 percent overall.

- ü Students in grade four improved their reading, math and language Stanford scores by 15 percent overall.by seven percent overall.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A Emergency Response Plan has been developed for our school to better deal with unforeseen emergencies. Classrooms are furnished with Emergency Backpacks and emergency drills are held monthly.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mandy Waxler	(928) 768-2211
Transportation Policy	Marie Armijo	(928) 768-2211
Community Resources	Deborah Laurent	(928) 768-2211
School Nutrition Programs	Trudy Penry	(928) 768-2211
Parent Organization	Suzi Simpson	(928) 768-2211
Student Health/Nurse	Sydney Ulibarri	(928) 768-2211

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 20 Copies = \$8.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.